

# Level 3 Diploma in Cleaning Services Supervision (7643)

Scheme handbook



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## Contents

<b>05</b>	<b>Introduction</b>
<b>06</b>	<b>General information and structure of award</b>
<b>07</b>	<b>Assessment and quality assurance</b>
<b>08</b>	<b>Course design</b>
<b>08</b>	<b>Centre and scheme approval</b>
<b>09</b>	<b>Registration and certification</b>
<b>10</b>	<b>Test specification</b>
<b>11</b>	<b>Connections with other awards</b>
<b>12</b>	<b>Key Skills signposting</b>
<b>13</b>	<b>Opportunities for Health and Safety, Spiritual, Environmental and European Development</b>
<b>Units:</b>	
<b>15</b>	Unit 301 Control the work of others
<b>21</b>	Unit 302 Communication skills
<b>25</b>	Unit 303 Control and selection of resources
<b>29</b>	Unit 304 Work planning
<b>33</b>	Unit 305 Develop self and others
<b>37</b>	Unit 306 Quality measurement systems
<b>41</b>	Unit 307 Health and safety in the workplace and the environment
<b>47</b>	Unit 308 Expansion of business

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# City & Guilds Level 3 Diploma in Cleaning Services Supervision

## Introduction

This Vocationally Related Qualification is suitable for those people wishing to seek employment in the cleaning industry in a supervisory management capacity and for those already working in it but who have received little or no formal training. It will enable them to acquire the skills and knowledge relevant to the supervisory management of cleaning operations, and to become proficient with the potential for further development.

In this context it is intended that the syllabus should include appropriate examples of all aspects of cleaning in all type of buildings and organisations and from the learner's own work experience.

As a Vocationally Related Qualification it is a stand alone qualification designed to give an industry orientation to the General Supervisory Management qualification at Level 3 and to provide the opportunity of access to the Foundation Degree in Cleaning. As a technical certificate it can also be combined with the NVQ, along with Key Skills, to make up a Modern Apprenticeship.

It therefore provides:

- a worthwhile qualification for those learners who do not have access to the NVQ
- the necessary off the job learning opportunity for those who do, and who are following the Modern Apprenticeship.

Vocationally related qualifications are available in a range of vocational areas, please contact Customer Services Enquiries Unit for further information.

## General information

This vocationally related qualification has been developed by City & Guilds, the British Institute of Cleaning Science (BICS) and the Cleaning Industry NTO (Asset Skills formerly CINTO) to support government initiatives towards the National Qualifications Framework. It can contribute towards the knowledge and understanding required for the generic Level 3 NVQ in Supervisory Management while not requiring or proving evidence of occupational competence.

## General structure

The Level 3 Diploma in Cleaning Services Supervision is made up of units expressed in a standard format. Each unit is preceded by details of

- the structure of the unit
- the aims and general coverage of the unit
- connections with other awards
- the outcomes
- the assessment methods
- signposting of opportunities to generate evidence for Key Skills.

To gain the Level 3 Diploma in Cleaning Services Supervision learners must undertake the assessments (specified on page 11) for the eight mandatory units (units 301-308).

## Mandatory units

- Unit 301: Control the work of others
- Unit 302: Communication skills
- Unit 303: Control and selection of resources
- Unit 304: Work planning
- Unit 305: Develop self and others
- Unit 306: Quality measurement systems
- Unit 307: Health and safety in the workplace and the environment
- Unit 308: Expansion of business

## Assessment and quality assurance

National standards and rigorous quality assurance are maintained by the use of

- City & Guilds set and marked written or multiple choice tests
- City & Guilds Assignments, marked by the centre according to externally set marking criteria, with quality assurance provided by the centre and monitored by City & Guilds' external verification system, to ensure that national standards are maintained.

Quality assurance includes initial centre approval, scheme approval, the centre's own procedures for monitoring quality and City and Guilds' ongoing monitoring by an External Verifier. Details of City & Guilds criteria and procedures, including roles of centre staff and External Verifiers can be found in *Providing City & Guilds Qualifications - a guide to centre and scheme approval*.

The written test assesses knowledge and understanding. It is a short-answer test and is set synoptically, ie the test covers the content of all eight units.

Assignments (one per unit) assess practical activities. City & Guilds provides an assessor / learner guide for the assignments. As assignments are designed to sample the practical activities and underpinning knowledge, it is essential that centres ensure that learners cover the content of the whole unit. The assessor guide / learner guide are packaged together and are available from Publications Sales.

### Pass level

The minimum requirement that learners need to achieve the qualification is a pass. In order to gain a *Pass*, learners must, in written papers, provide evidence of a basic understanding, showing an ability to identify, give examples or recall information. In practical work they should show that they can complete the activities, albeit with some guidance from their trainers and assessors.

### Credit level

A *Credit* is usually half way between *Pass* and *Distinction* and is achieved by learners who have substantially exceeded the minimum requirement. In order to gain *Credit*, learners must be able to demonstrate qualities specified in the *assessment specification* beyond those required for a *Pass*  
eg in practical work, the ability to

- work with greater speed and accuracy
- complete activities with a minimum amount of help from trainers, assessors or their peer group in both practical and written work
- to demonstrate a capacity to analyse and evaluate information and solve everyday problems with a certain amount of confidence.

### Distinction level

Is usually achieved only by a small proportion of learners and is awarded to learners who are very able and highly motivated. Distinction level learners must demonstrate qualities specified in the *assessment specification* beyond those required for a *Credit*  
eg show evidence, in either written or practical work, of

- a greater depth of understanding (in practical work without any help from their trainer or assessor)
- an ability to evaluate information and solve more complex problems
- an ability to generalise from basic principles
- an ability to synthesise information in order to make judgements and recommendations to improve existing practice.

For learners with particular requirements, centres should refer to City & Guilds policy document *Access to assessment, learners with particular requirements*.

## Course Design

Tutors/assessors should familiarise themselves with the structure and content of the award before designing an appropriate course. In particular they are advised to consider the knowledge and understanding requirements of the additional course guidance and resource materials published for this qualification by the Cleaning Industry National Training Organisation (Asset Skills formerly CINTO) website address [www.assetskills.org](http://www.assetskills.org)

City & Guilds does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the award are met, tutors/assessors may design courses of study in any way that they feel best meets the needs and capabilities of the learners. Units are broadly the same size and centres may deliver them in any order they wish. Centres may wish to introduce other topics as part of the programme which will not be assessed through the qualifications, eg to meet local needs.

It is recommended that centres cover the following in the delivery of the course, where appropriate:

- Health and safety considerations, in particular the need to impress to learners that they must preserve the health and safety of others as well as themselves
- Key Skills (such as Communication, Application of Number, Information Technology, Working with others, Improving own learning and performance, Problem solving)
- Environmental education and related European issues
- Spiritual, moral, ethical, social and cultural issues.

It is recommended that 216 hours should be allocated for all the units required for certification. This may be on a full time or part time basis. Centres should note that additional time might be needed to provide for Key Skills.

## Centre and scheme approval

Centres wishing to offer City & Guilds qualifications must gain approval.

New centres must apply for centre and scheme approval.

Existing City & Guilds centres will need to get specific scheme approval to run this award.

Full details of the process for both centre and scheme approval are given in *Providing City & Guilds qualifications – a guide to centre and scheme approval* which is available from City & Guilds' regional offices or website [www.city-and-guilds.co.uk](http://www.city-and-guilds.co.uk)

City & Guilds reserves the right to suspend an approved centre, or withdraw its approval from an approved centre to conduct a particular City & Guilds scheme or particular City & Guilds schemes, for reasons of debt, malpractice or for any reason that maybe detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.



## Registration and certification

For the award of a certificate, learners must successfully complete the assessments for the eight mandatory units, this consists of an assignment for each unit **plus** a synoptic short answer test.

Core units		Assessment components required	
Unit 301	Control the work of others	7643-03-301	Assignment
Unit 302	Communication skills	7643-03-302	Assignment
Unit 303	Control and selection of resources	7643-03-303	Assignment
Unit 304	Work planning	7643-03-304	Assignment
Unit 305	Develop self and others	7643-03-305	Assignment
Unit 306	Quality measurement systems	7643-03-306	Assignment
Unit 307	Health and safety in the workplace and the environment	7643-03-307	Assignment
Unit 308	Expansion of business	7643-03-308	Assignment
	Cleaning Services Supervision (Written)	7643-03-300	Short-answer test covering the knowledge requirements for the core units 1-8

Learners must be registered at the beginning of their course. Centres should submit registrations using Form S (Registration), under scheme/complex no 7643-03.

When assignments have been successfully completed, learner results should be submitted on Form S (Results submission). Centres should note that results will **NOT** be processed by City & Guilds until verification records are complete.

Learners must be entered for short-answer (timetabled) assessment component using Form S (and examination month entered in the 'dated entry' box).

Learners achieving one or more assessment components will receive a Certificate of Unit Credit listing the assessment components achieved. Learners achieving the number and combination of assessment components required for the Certificate will, in addition, be issued a Certificate.

Full details on all the above procedures, together with dates and times of the multiple choice test will be found in the *Directory of Vocational Awards*, this information appears on City & Guilds Website <http://www.city-and-guilds.co.uk>

## Test specification

The knowledge required to support the skills in Units 1 to 8 will be examined by means of a synoptic short answer test. The test will be set and marked by City & Guilds and will be graded Pass, Credit or Distinction. The specification for the paper is detailed below.

**Paper title**    Cleaning Services Supervision (written)                      **Duration**    2 hours

<b>Unit</b>	<b>% weighting</b>
<b>301</b> Control the work of others	15
<b>302</b> Communication skills	12.5
<b>303</b> Control and selection of resources	15
<b>304</b> Work planning	10
<b>305</b> Develop self and others	15
<b>306</b> Quality measurement systems	10
<b>307</b> Health and safety in the workplace and the environment	15
<b>308</b> Expansion of business	7.5
<b>Totals</b>	100

## **Connections with other awards**

This award (with the exception of unit 8) overlaps with the generic Level 3 qualification in Supervisory Management and provides progression opportunity to the Foundation Degree in Cleaning.

## Identification of Key Skills summary relationship table

The table below provides a general guide where learners might have an opportunity to develop and apply their key skills in Communication, Application of Number, Information Technology, Working with Others, Improving own learning and performance, and Problem Solving. This does not necessarily mean that all the evidence required for each of the Key Skills can be developed during the delivery of this scheme and there may be situations where alternative ways of generating the evidence needs to be found.

Unit number & title	Communication	Number	Information Technology	Working with others	Improving own learning & performance	Problem solving
1 Control the work of others	C3.1 C3.2a C3.3	N3.1 N3.3		WO3.1 WO3.2 WO3.3		PS3.1 PS3.2 PS3.3
2 Communication skills	C3.1 C3.2a,b C3.3			WO3.1 WO3.2 WO3.3	LP3.1 LP3.2 LP3.3	PS3.1 PS3.2 PS3.3
3 Control and select resources	C3.1 C3.3	N3.1 N3.2 N3.3	IT3.1 IT3.2 IT3.3	WO3.1 WO3.2 WO3.3	LP3.1 LP3.2 LP3.3	PS3.1 PS3.2 PS3.3
4 Work planning	C3.1 C3.3	N3.1 N3.2 N3.3	IT3.1 IT3.2 IT3.3	WO3.1 WO3.2 WO3.3	LP3.1 LP3.2 LP3.3	PS3.1 PS3.2 PS3.3
5. Develop self and others	C3.1 C3.2a C3.3	N3.1	IT3.1 IT3.2 IT3.3	WO3.1 WO3.2 WO3.3	LP3.1 LP3.2 LP3.3	PS3.1 PS3.2 PS3.3
6. Quality measurement systems	C3.1	N3.1 N3.2 N3.3	IT3.1 IT3.2 IT3.3		LP3.1 LP3.2 LP3.3	PS3.1 PS3.2 PS3.3
7. Health and safety in the workplace	C3.1 C3.2 C3.3		IT3.1 IT3.2 IT3.3	WO3.1 WO3.2 WO3.3	LP3.1 LP3.2 LP3.3	PS3.1 PS3.2 PS3.3
8. Expansion of business	C3.1 C3.2a C3.3	N3.1 N3.2 N3.3	IT3.1 IT3.2 IT3.3	WO3.1 WO3.2 WO3.3	LP3.1 LP3.2 LP3.3	PS3.1 PS3.2 PS3.3

## Health and Safety, Spiritual, Environmental and European Developments

The units provide opportunities to address the following issues as indicated:

Units	Spiritual, Moral, Ethical, Social and Cultural	Environmental	Health and Safety	European Development
301	X			X
302	X	X	X	X
303	X	X	X	X
304	X			X
305	X			
306	X	X	X	X
307	X	X	X	X
308	X			

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## **Unit 301      Control the work of others**

### **Rationale**

The aim of this unit is to develop the learner's knowledge and understanding of the principles of cleaning operative supervision. Emphasis is placed on individual and group characteristics and the constraints of underlying employment law.

### **Outcomes**

There are 4 outcomes for this unit. The learner will be able to:

1. interpret contract specifications
2. maintain work conditions and seek work improvement opportunities
3. demonstrate awareness of the legal background to employment and how this affects the manner in which management action in personnel matters can be initiated and followed through
4. maintain effective working relationships.

### **Connection with other awards**

The award overlaps with the generic Level 3 qualification in Supervisory Management and provides a progression opportunity to the Foundation Degree in Cleaning.

### **Assessment**

1. *Practical activities*

These are listed for each outcome. The assessment will be by means of a set assignment for each unit.

2. *Short answer test*

The underpinning knowledge requirements are listed for each outcome. These will be assessed by a short-answer question paper based on the test specification.

*Outcome 1: Interpret contract specifications*

**Practical activities**

1. interpret information from a given contract specification to determine suitable workloads
2. interpret quality standards from a given contract specification to determine outgoing quality standards

**Underpinning knowledge**

The learner knows

1. the criteria from which decisions on work allocation will be made
2. the quality standards, methods and work requirements that will need to be conveyed to staff



*Outcome 2: Maintain work conditions and seek work improvement opportunities*

### **Practical activity**

1. draw up work schedules and quality standards

### **Underpinning knowledge**

The learner knows

1. the benefits and disadvantages of workloads to operatives
  - a) benefits
    - i) reduction in hours
    - ii) increased pay
    - iii) variation in duties
  - b) disadvantages
    - i) possible increase in workload
2. situations offering work improvement opportunities
3. the factors affecting work conditions
  - a) occupied/unoccupied
  - b) quality of finishes
  - c) access to power, water, drainage
  - d) ambient temperature
  - e) storage and transport of items

*Outcome 3: Demonstrate awareness of the legal background to employment and how this affects the manner in which management action in personnel matters can be initiated and followed through*

### **Practical activities**

1. list from a digest of cases the range of causes of failure to observe employment law
2. review a set of employment documents paying particular attention to – terms and conditions of work, grievance and discipline procedure, alterations in conditions for technical and organisational reasons, redundancy procedure. Highlight points of good practise or concern where they occur and prepare to discuss

### **Underpinning knowledge**

The learner knows

1. the purpose of employment law
2. the limits of their authority in personnel matters and the significance of their actions as a person in authority
3. the processes for
  - a) engaging and disciplining staff
  - b) taking up references
  - c) handling complaints
  - d) dealing with pay queries
  - e) handling disputes between and with staff
  - f) Working Time Regulations
  - g) liaison with personnel departments and trade unions
  - h) ensuring equality of treatment
  - i) issuing a company handbook to employees
4. planned changes in employment law that affect staff

*Outcome 4: Maintain effective working relationships*

### **Underpinning knowledge**

The learner knows

1. ways to gain the support and trust of others
  - a) approachability
  - b) honesty
  - c) personal integrity
2. the negative and positive factors to be included when giving feedback to work teams on their achievements

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## Unit 302      Communication skills

### **Rationale**

This unit is concerned with the development and application of communication skills in a broad range of work activities. Emphasis is placed upon conduct and participation in meetings, formal and informal interviews, the preparation of minutes and the writing of business communications.

There are 3 outcomes for this unit. The learner will be able to:

1. apply communication skills
2. conduct formal meetings
3. use written business communications.

### **Connections with other awards**

The award overlaps with the generic Level 3 qualification in Supervisory Management and provides a progression opportunity to the Foundation Degree in Cleaning.

### **Assessment**

The outcomes for this unit will be assessed on evidence resulting from:

1. *Practical activities*  
These are listed for each outcome. The assessment will be by means of a set assignment for each unit.
3. *Short answer test*  
The underpinning knowledge requirements are listed for each outcome. These will be assessed by a short-answer question paper based on the test specification.

*Outcome 1: Apply communication skills*

**Practical activities**

1. prepare and make a formal presentation
2. prepare and discuss ideas in an informal setting
3. carry out negotiations to resolve problems

**Underpinning knowledge**

The learner knows

1. the importance of the following
  - a) time of day
  - b) amount and sequence of information
  - c) length of presentation
  - d) clarity of thought and speech
  - e) visual aids
2. the factors to be considered when preparing for informal discussions
  - a) strength of argument
  - b) availability of backup information
  - c) possible reactions of other members of the group
  - d) ability to respond favourably to counter arguments
  - e) relevance and clarity of contribution
3. the principles of negotiation when dealing with other parties
  - a) nothing is for nothing
  - b) every proposal is a negotiable offer
  - c) 'packaging' the offer
  - d) find the 'sticking' point

*Outcome 2: Conduct formal meetings*

**Practical activity**

1. prepare for and conduct formal meetings
2. produce minutes in action form and report outcomes

**Underpinning knowledge**

The learner knows

1. the necessary activities for conducting formal meetings
  - a) agree dates and send out agendas
  - b) arrange accommodation and facilities
  - c) prepare papers and any forms required
  
2. the factors which contribute to the chairman's role
  - a) clear speech
  - b) ability to listen
  - c) deal with interruptions and digressions
  - d) ensure that all participants are encouraged to contribute
  - e) seek, welcome and deal with questions
  - f) find consensus

*Outcome 3: Use written business communications*

**Practical activities**

1. draft advertisements for general and specialist cleaners and supervisors
2. prepare exemplary memoranda and letters for the range of written communications required of a building cleaning manager
3. write a report on an investigation of an accident to a member of staff or a sub-contractor taking account of the accident report, further discussion with the victim and any witnesses

**Underpinning knowledge**

The learner knows

1. the requirements of equal opportunities legislation which need to be taken into account when drafting advertisements and present the job accurately
2. the structure and style required of business memoranda and letters and can distinguish between them
3. the appropriate approach to take when drafting reports (eg accident report) ie succinct, factual, businesslike manner



## **Unit 303      Control and selection of resources**

### **Rationale**

This unit aims to develop the learner's understanding of the costs within their control and the ability to analyse and monitor them and make cost choices.

### **Outcomes**

There are 3 outcomes for this unit. The learner will be able to:

1. analyse and control resource costs
2. access information and suggest work improvement factors
3. collect resource information and apply it to the development of resource inventories and performance improvement.

### **Connection with other awards**

The award overlaps with the generic Level 3 qualification in Supervisory Management and provides a progression opportunity to the Foundation Degree in Cleaning.

### **Assessment**

The outcomes for this unit will be assessed on evidence resulting from:

1. *Practical activities*

These are listed for each outcome. The assessment will be by means of a set assignment for each unit.

2. *Short answer test*

The underpinning knowledge requirements are listed for each outcome. These will be assessed by a short answer question paper based on the test specification.

*Outcome 1: Analyse and control resource costs*

**Practical activities**

1. tabulate component costs for a given budget
2. interpret information derived
3. produce control charts and trend analysis for costs

**Underpinning knowledge**

The learner knows

1. costs from prime sources
  - a) pay returns
  - b) goods and services invoices
  - c) requisitions on central stores
  - d) requests for mobile team services
2. the effects of 're-works' on the labour budget
  - a) costs
  - b) time
3. the effects of sickness and absenteeism on the labour budget
  - a) increased workload
  - b) increased costs
4. the steps to be taken to maintain average expenditures on consumption of materials and equipment service levels
  - a) stock control
  - b) service records on equipment

*Outcome 2: Access information and suggest work improvement factors*

### **Practical activities**

1. access information about processes and equipment offering work improvement opportunities.
2. make performance comparisons against the opportunity for work improvement and prepare a report

### **Underpinning knowledge**

The learner knows

1. information sources
  - a) trade journals
  - b) exhibitions
  - c) Internet
2. likely work improvement factors
  - a) reduction in amount of labour
  - b) reduction in amount of down-time against operating time
  - c) simplified systems

*Outcome 3: Collect resource information and apply it to the development of resource inventories and performance improvement*

### **Practical activities**

1. analyse plans and finishes schedules and prepare a resource inventory with reasons for selection
2. access information about processes and equipment and rate their relative labour efficiency and effectiveness
3. analyse a resource inventory and accommodation schedule, detect opportunities for performance improvement and make a report

### **Underpinning knowledge**

The learner knows

1. the use of a resource inventory
  - a) workloads
  - b) work allocation
  - c) staff facilities
  - d) storage capacity
2. the process of collecting information for a resource inventory, eg
  - a) measurement of plans and buildings
  - b) allocation of work loads
  - c) allocation of equipment
  - d) range of cleaning agents and consumables
  - e) standardisation of equipment and materials
  - f) influence of ergonomics
  - g) operational hygiene
3. the process of determining cost effectiveness of equipment, eg
  - a) capital and running costs
  - b) access
  - c) storage/re-charging
  - d) training of operatives
  - e) net operating time

## Unit 304      Work Planning

### **Rationale**

The aim of this unit is to develop the learner's awareness of contract law and their ability to prepare work programmes using elementary work study techniques and the source documents of a contract or service level agreement that will fulfil that agreement.

There are 3 outcomes for this unit. The learner will be able to:

1. outline the relevance of contract law to the delivery of cleaning services and the various forms that a contract may take
2. use work study techniques to identify work improvement opportunities
3. allocate resources according to a work programme and monitor effectiveness.

### **Connections with other awards**

The award overlaps with the generic Level 3 qualification in Supervisory Management and provides a progression opportunity to the Foundation Degree in Cleaning.

### **Assessment**

The outcomes for this unit will be assessed on evidence resulting from:

1. *Practical activities*  
These are listed for each outcome. The assessment will be by means of a set assignment for each unit.
2. *Short answer test*  
The underpinning knowledge requirements are listed for each outcome. These will be assessed by a short-answer question paper based on the test specification.

*Outcome 1: Outline the relevance of contract law to the delivery of cleaning services and the various forms that a contract may take*

### **Underpinning knowledge**

The learner knows

1. principles of contract law as applied to cleaning
  - a) enforceable by award of cash damages
  - b) contains all terms of agreement to supply a service
  - c) may be a document from either party or word of mouth
  - d) usually divided into a specification for service and contract terms
  - e) usually for a fixed period, eg 1-3 years
  - f) may be cancelled earlier for failure to meet main terms - with/without damages
  - g) may contain cash penalties for poor performance
  - h) usually provides for arbitration of disputes
  - i) often written in difficult language
2. the structure of contract documents and the significance of the clauses included in them
3. the purpose and legal status of the specification
4. the status of
  - a) informal contract
  - b) contracts without specifications
  - c) contracts prepared by contractors
5. the following
  - a) contract periods
  - b) effects of contract termination
  - c) impact of associated damage

*Outcome 2: Use work-study techniques to identify work improvement opportunities*

### **Practical activities**

1. use source documents to prepare a work programme, to include daily and periodic work with associated work schedules and rotas
2. select an aspect of cleaning to be studied and apply method study techniques for one of the following tasks
  - a) spray cleaning
  - b) carpet skimming
  - c) machine scrubbing
  - d) strip and apply emulsion

### **Underpinning knowledge**

The learner knows

1. ambiguities and inconsistencies in the terms of a specification and/or contract eg
  - a) clean as necessary
  - b) remove finger marks from walls
2. the importance of the following when assessing total times per workload
  - a) travelling times
  - b) relaxation times
  - c) set up and put away times

*Outcome 3: Allocate resources according to a work programme and monitor effectiveness*

### **Underpinning knowledge**

The learner knows

1. alternative work programme approaches
  - a) team working
  - b) tidal working
  - c) renegotiating access times
  - d) examining stock control levels
  - e) determining periodic peaks of demand



## Unit 305      Develop self and others

### **Rationale**

The aim of this unit is to develop the learner's knowledge and understanding of the contribution they can make to their own and others' personal development to improve work performance.

There are 3 outcomes for this unit. The learner will be able to:

1. develop personal skills and knowledge to improve performance
2. manage time to achieve personal objectives
3. obtain feedback from others.

### **Connection with other awards**

The award overlaps with the generic Level 3 qualification in Supervisory Management and provides a progression opportunity to the Foundation Degree in Cleaning.

### **Assessment**

The outcomes for this unit will be assessed on evidence resulting from:

1. *Practical activities*

These are listed for each outcome. The assessment will be by means of a set assignment for each unit.

2. *Short answer test*

The underpinning knowledge requirements are listed for each outcome. These will be assessed by a short-answer question paper based on the test specification.

*Outcome 1: Develop personal skills and knowledge to improve performance*

### **Practical activities**

1. contrast job requirements with the National Occupational Standards
2. undertake strengths, weaknesses, opportunities, threats analysis
3. design development and coaching schemes and determine what inputs are practicable

### **Underpinning knowledge**

The learner knows

1. sources of information
  - a) National Occupational Standards
  - b) Vocationally Related Qualifications
  - c) Vacancy advertisements
  - d) Recruitment agencies
2. essential features of Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis
3. requirements for effective coaching schemes
  - a) relevance
  - b) empowerment

*Outcome 2: Manage time to achieve personal objectives*

**Practical activities**

1. analyse the use of time
2. prioritise career development demands and set time targets
3. review current against previous performance

**Underpinning knowledge**

The learner knows

1. the elements of an analysis of the use of time
2. practicable career steps from SWOT analysis and methods of estimating time values

*Outcome 3: Obtain feedback from others*

**Practical activities**

1. participate in an appraisal situation to identify strengths and weaknesses
2. plan methods of obtaining feedback from mentors, members of work team or superiors
3. plan activities to fill skills gap

**Underpinning knowledge**

The learner knows

1. people able to provide relevant feedback
  - a) colleagues
  - b) employers
  - c) mentors
  - d) members of work team
2. the functions that appraisals can assist
  - a) confirming strengths and weaknesses
  - b) promotional prospects/employment risks
  - c) development of skills
    - i) assertiveness
    - ii) questioning
    - iii) review
    - iv) positive thinking
3. potential sources and activities for the filling of skills gaps
  - a) National Vocational Qualifications
  - b) 'shadowing'
  - c) Vocationally related qualifications
  - d) Basic skills

## Unit 306      Quality measurement systems

### **Rationale**

The purpose of this unit is to develop the learner's knowledge and understanding of the processes and principles of quality inspection, the British Standards underlying it, the types of inspection system available and the design requirements of quality systems.

There are 3 outcomes for this unit. The learner will be able to:

1. undertake quality inspections
2. use output standards
3. contribute to the selection of quality measurement systems.

### **Connection with other awards**

The award overlaps with the generic Level 3 qualification in Supervisory Management and provides a progression opportunity to the Foundation Degree in Cleaning.

### **Assessment**

The outcomes for this unit will be assessed on evidence resulting from:

1. *Practical activities*  
These are listed for each outcome. The assessment will be by means of a set assignment for each unit.
2. *Short answer test*  
The underpinning knowledge requirements are listed for each outcome. These will be assessed by a short-answer question paper based on the test specification.

*Outcome 1: Undertake quality inspections*

**Practical activities**

1. carry out quality inspections in 100% of defined areas using task-based, graded and graded/weighted systems of recording
2. undertake a statistical sample inventory based inspection in a suitably sized area for a reliable sample to be drawn
3. attribute underlying causes of quality failures and provide an analysis of action to be taken to correct them

**Underpinning knowledge**

The learner knows

1. the rationales attached to the 4 main quality inspection systems employed in the United Kingdom
  - a) task-based
  - b) graded
  - c) graded/weighted
  - d) statistical sample and inventory based
2. the main causes of quality failures, their prevalence at given quality performance levels and the means of correction
3. the importance of re-inspection of corrected faults
4. the need for consistent standards of judgement among different quality inspectors examining buildings falling under one contract or service level agreement

*Outcome 2: Use output standards*

### **Practical activities**

1. define and list the content and style from descriptions of how surfaces look after cleaning
  - a) simple, easily understood by all involved and complete
  - b) work carried out less often than weekly to have descriptions which take into account faults arising naturally, or to be inspected on completion

### **Underpinning knowledge**

The learner knows

1. the requirements for producing unambiguous standards against which cleaning performance can be judged
2. the methods available for fair inspection of work carried out periodically
3. the importance of ensuring that others can understand and adhere to the standards

*Outcome 3: Contribute to the selection of quality measurement systems*

### **Underpinning knowledge**

The learner knows

1. the relative advantages of manual and computer based systems when producing design requirements
2. the features expected from an effective quality management system, eg
  - a) statistical basis
  - b) suitable range of standards
  - c) follow up of performance failures
3. the principles of random statistical sampling practice
4. the principles of stratified sampling



## **Unit 307      Health and safety in the workplace and the Environment**

### **Rationale**

The purpose of this unit is to develop the learner's knowledge and understanding of health and safety law and its practical application in the workplace; and of the increasing impact of environmental law.

There are 4 outcomes for this unit. The learner will be able to:

1. undertake written risk assessments and initiate risk reduction actions.
2. design Health and Safety instructions and compliance monitoring systems.
3. comply with accident and near miss reporting requirements.
4. demonstrate knowledge of Environmental issues.

### **Connection with other awards**

The award overlaps with the generic Level 3 qualification in Supervisory Management and provides a progression opportunity to the Foundation degree in Cleaning.

### **Assessment**

The outcomes for this unit will be assessed on evidence resulting from:

1. *Practical activities*  
These are listed for each outcome. The assessment will be by means of a set assignment for each unit.
2. *Short answer test*  
The underpinning knowledge requirements are listed for each outcome. These will be assessed by a short-answer question paper based on the test specification.

*Outcome 1: Undertake written risk assessments and initiate risk reduction actions*

### **Practical activities**

1. prepare a risk assessment to cover a cleaning area of 4-5 people, to include
  - a) cleaning equipment and materials
  - b) cleaning methods
  - c) storage facilities
  - d) work environment
2. prepare a written report with proposed risk reductions
3. produce an implementation programme

### **Underpinning knowledge**

The learner knows

1. the Health and Safety regulations for risk assessment
2. the obligations of employers regarding workplaces and access to windows and skylights
3. the legal factors to be considered by employers sharing a workplace, and the specific requirements falling on host employers
4. the particular responsibilities of an employer towards specific classes of employee and agency employees
5. the employer requirements of
  - a) the First Aid Regulations 1981 and the associated code of practice
  - b) the Fire Precautions Workplace Regulations 1997
  - c) the Food Safety (General Food Hygiene) Regulations 1995 and its particular application of risk assessment

*Outcome 2: Design Health and Safety instructions and compliance monitoring systems*

**Practical activities**

1. identify and present Health and Safety instructions relevant to a working environment to include cleaning quality standards eg
  - a) access
  - b) lighting levels
  - c) slips, trips and falls
  - d) impact with stationary objects
  - e) fire
  - f) ventilation
2. design a leaflet/flyer to bring issues relating to Health and Safety to the attention of others

**Underpinning knowledge**

The learner knows

1. the essential requirements for written instructions, in relation to Health and Safety, to be clear, simple, and helpful
2. the reasons why Health and Safety measures should receive continual attention and re-iteration, eg introduction to new products
3. the part risk assessments and manufacturers' instructions and safety data sheets play within Health and Safety instructions
4. the features of a sound Health and Safety policy
  - a) current
  - b) comprehensive
  - c) accessible
  - d) practicable
  - e) accountability

*Outcome 3: Comply with accident and near miss reporting requirements*

**Practical activities**

1. complete an accident report form in an approved HSE format.
2. analyse a case study, from a given specification
3. write a statement from information in the case study of the witness and injured party
4. prepare a management investigation report as to the cause of the incident and the need for any disciplinary action

**Underpinning knowledge**

The learner knows

1. the provisions of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) and the actions required of employers and the occupiers of premises, eg records of accidents
2. the need for reporting to the host employer on the subsequent management investigation of an accident or near miss
3. the requirement of managing investigation or accident near miss reports
  - a) unbiased reporting
  - b) factual accounts
4. the significance of the 3-day absence interval and the administrative measures necessary to keep track of it, eg
  - a) employer liability to report absences from work, due to accidents at work, after the third day of absence
  - b) the waiting days for payment of accident pay

*Outcome 4: Demonstrate knowledge of Environmental issues*

### **Underpinning knowledge**

The learner knows

1. how environmental policy is formulated for the cleaning industry
2. the provisions of the Waste Management (Duty of Care) Code of Practice and the Environmental Protection Act Part II 1990
3. the need for waste reduction, segregation and recycling
4. the nature/meaning of Agenda 21 (Rio Summit 1992), and how it relates to the cleaning industry
  - a) plan of action to be taken locally, nationally and internationally by organisations of the UN in every area where human activity impacts on the environment
  - b) local Agenda 21 issues relate, amongst other issues, to dealing with street sweepings, domestic refuse, commercial and institutional waste

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## Unit 308      Expansion of business

### **Rationale**

The aim of this unit is to develop the learner's knowledge and understanding of the process of achieving business expansion. Emphasis is placed on the detection of opportunities, presentation and basic selling skills, negotiation and accuracy of pricing.

There are 4 outcomes for this unit. The learner will be able to:

1. generate customer interest in additional cleaning services
2. assist in the provision of estimates to employer standards
3. use negotiating and selling skills
4. implement changes to work programmes.

### **Connection with other awards**

There is no identified overlap with other awards at Level 3; however, there is a progression opportunity to the Foundation Degree in Cleaning.

### **Assessment**

The outcomes for this unit will be assessed on evidence resulting from:

1. *Practical activities*  
These are listed for each outcome. The assessment will be by means of a set assignment for each unit.
2. *Short answer test*  
The underpinning knowledge requirements are listed for each outcome. These will be assessed by a short-answer question paper based on the test specification.

*Outcome 1: Generate customer interest in additional cleaning services*

### **Practical activities**

1. detect further opportunities for cleaning service provision from a case study
2. analyse a sample specification and contract documents to detect any mention of additional service opportunities that may arise and could become a regular feature of the service
3. produce a report outlining potential additional service opportunities and lines of approach to attract the customer to advantages of the additional service

### **Underpinning knowledge**

The learner knows

1. the additional sources that indicate the possible level of customer interest in additional services, eg
  - a) user comments
  - b) quality inspections
  - c) condition of the customer cleaning budget
  - d) unfavourable contrast of feature to be serviced with other features receiving regular service
  - e) level of satisfaction with present service
2. the characteristics of presentations to customers that offer the best opportunity of a favourable hearing, eg
  - a) getting attention
  - b) selling benefits
  - c) testing responses
  - d) arousing positive interest in the service
  - e) closing the presentation
3. favourable opportunities for proposing additional business, eg
  - a) presence at employer events or presentations
  - b) exhibitions or periodic reviews of service performance



*Outcome 2: Assist in the provision of estimates to employer standards*

### **Practical activities**

1. measure additional work to be proposed from a scaled plan
2. write a specification for the work proposal
3. apply the principles of job costing to determine an outline price

### **Underpinning knowledge**

The learner knows

1. the considerations affecting service or organisations' decisions about the level of authority at which they will allow commitments to additional services to be made on their behalf, eg
  - a) objective view of pricing
  - b) contribution to company resources
  - c) capital expenditure implications
  - d) standard pricing for multi-site contracts or the organisation
  - e) checking for error(s)
2. the persons to be consulted about the practicability of the additional work, eg
  - a) work team
  - b) senior manager
  - c) technical sources
3. the principles of job costing for additional work, eg
  - a) marginal and average costing
  - b) labour/management
  - c) materials and capital/rental costing
  - d) contribution to overhead and profit
4. the reasons for additional work being specified and presented/confirmed in formal terms

*Outcome 3: Use negotiating and selling skills*

### **Practical activities**

1. prepare and conduct a negotiation from a case study

### **Underpinning knowledge**

The learner knows

1. and can contrast the processes of negotiating and of selling, eg
  - a) circumstances
  - b) objectives
  - c) style
2. the conduct of business briefing on the progress and outcome of negotiations, eg
  - a) factual style
  - b) conciseness
  - c) absence of ambiguity
  - d) gap analysis

*Outcome 4: Implement changes to work programmes*

**Practical activities**

1. prepare a variation to the original specification and price arising from agreement of additional work and notify these to others
2. document the requirement for work to be carried out and provide a distribution list

**Underpinning knowledge**

The learner knows

1. the reasons for notification of the agreement of additional work to others, eg
  - a) invoicing
  - b) stores
  - c) mobile teams
  - d) payroll
  - e) purchasing
  - f) own manager
2. the reasons for undertaking checks and providing confirmation to others that additional work will take place, eg
  - a) confirm availability of resources
  - b) no changes in priorities affecting access
  - c) trouble-free delivery of first time service
3. the factors affecting the decision on who should lead the first-time delivery of extra work, eg
  - a) customer reassurance
  - b) motivation/support to team leaders
  - c) handling unforeseeable circumstances
  - d) first hand knowledge of effectiveness of delivery

## Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to the relevant City & Guilds regional/national office:

<b>Region</b>	<b>Telephone</b>	<b>Facsimile</b>
City & Guilds Scotland	0131 226 1556	0131 226 1558
City & Guilds North East	0191 402 5100	0191 402 5101
City & Guilds North West	01925 897900	01925 897925
City & Guilds Yorkshire	0113 380 8500	0113 380 8525
City & Guilds Wales	02920 748600	02920 748625
City & Guilds West Midlands	0121 359 6667	0121 359 7734
City & Guilds East Midlands	01773 842900	01773 833030
City & Guilds South West	01823 722200	01823 444231
City & Guilds London and South East	020 7294 2820	020 7294 2419
City & Guilds Southern	020 7294 2724	020 7294 2412
City & Guilds East	01480 308300	01480 308325
City & Guilds Northern Ireland/ Ireland	028 9032 5689	028 9031 2917
City & Guilds Customer Relations Unit	020 7294 2800	020 7294 2400

Website [www.city-and-guilds.co.uk](http://www.city-and-guilds.co.uk)

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